

BLACK STREET ELEMENTARY

120 Smith Street
Walterboro, SC 29488

GRADES K-5 Elementary School

ENROLLMENT 524 Students

PRINCIPAL Daniel D. Green 843-549-7702

SUPERINTENDENT Charles W. Gale Jr. 843-549-5611

BOARD CHAIR Mrs. Redell Fields 843-549-5772

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	58	45	4

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

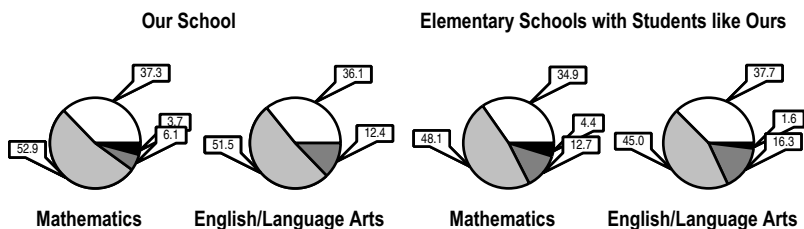
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	71	49
Percent satisfied with learning environment	66.7%	95.7%	73.9%
Percent satisfied with social and physical environment	70.6%	73.9%	70.2%
Percent satisfied with home-school relations	39.4%	88.6%	67.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	275	98.9	36.1	51.5	12.4	N/A	12.4	17.6
Gender								
Male	146	98.6	42.1	48.4	9.5	N/A	9.5	17.6
Female	129	99.2	29.6	54.8	15.7	N/A	15.7	17.6
Racial/Ethnic Group								
White	61	98.4	26.9	53.8	19.2	N/A	19.2	17.6
African-American	213	99.1	38.8	51.1	10.1	N/A	10.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	227	99.6	33.3	52.2	14.5	N/A	14.5	17.6
Disabled	48	95.8	52.9	47.1	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	275	98.9	36.1	51.5	12.4	N/A	12.4	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	274	98.9	36.3	51.7	12.1	N/A	12.1	17.6
Socio-Economic Status								
Subsidized meals	243	98.8	36.2	52.4	11.4	N/A	11.4	17.6
Full-pay meals	32	100.0	35.5	45.2	19.4	N/A	19.4	17.6

Mathematics								
All students	275	100.0	37.3	52.9	6.1	3.7	9.8	15.5
Gender								
Male	146	100.0	42.2	47.7	4.7	5.5	10.2	15.5
Female	129	100.0	31.9	58.6	7.8	1.7	9.5	15.5
Racial/Ethnic Group								
White	61	100.0	26.4	56.6	9.4	7.5	17.0	15.5
African-American	213	100.0	40.5	52.1	4.7	2.6	7.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	227	100.0	36.1	52.4	7.2	4.3	11.5	15.5
Disabled	48	100.0	44.4	55.6	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	275	100.0	37.3	52.9	6.1	3.7	9.8	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	274	100.0	37.4	53.1	5.8	3.7	9.5	15.5
Socio-Economic Status								
Subsidized meals	243	100.0	39.0	52.6	5.2	3.3	8.5	15.5
Full-pay meals	32	100.0	25.8	54.8	12.9	6.5	19.4	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	99	N/A	35.1	53.6	11.3	N/A	11.3
	Grade 4	82	N/A	31.7	59.8	8.5	N/A	8.5
	Grade 5	78	N/A	55.8	37.7	6.5	N/A	6.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	91	98.9	33.3	43.6	23.1	N/A	23.1
	Grade 4	94	98.9	35.8	56.8	7.4	N/A	7.4
	Grade 5	90	98.9	39.0	53.7	7.3	N/A	7.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	99	N/A	56.6	40.4	3.0	N/A	3.0
	Grade 4	82	N/A	40.2	53.7	3.7	2.4	6.1
	Grade 5	78	N/A	61.5	32.1	5.1	1.3	6.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	91	100.0	35.4	51.9	11.4	1.3	12.7
	Grade 4	94	100.0	35.4	52.4	4.9	7.3	12.2
	Grade 5	90	100.0	41.0	54.2	2.4	2.4	4.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 524)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.8%	2.4%
Attendance rate	95.5%	Down from 96.1%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.2%	Up from 4.1%	5.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.5%	Down from 12.8%	7.6%	8.0%
Older than usual for grade	2.9%	Down from 3.6%	2.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	42.9%	Up from 33.3%	46.9%	50.0%
Continuing contract teachers	94.3%	Up from 91.7%	79.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.5%	Down from 84.8%	80.6%	86.2%
Teacher attendance rate	92.5%	Up from 91.7%	95.0%	95.3%
Average teacher salary	\$37,540	Up 7.1%	\$38,529	\$39,909
Prof. development days/teacher	14.0 days	Up from 11.7 days	13.5 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	18.3 to 1	Down from 20.7 to 1	17.0 to 1	18.9 to 1
Prime instructional time	86.9%	Up from 85.6%	88.5%	89.7%
Dollars spent per pupil*	\$4,898	Up 0.3%	\$6,629	\$5,892
Percent spent on teacher salaries*	74.7%	Down from 75.9%	65.0%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	89.8%	Up from 86.9%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Black Street Elementary School is to join with parents to develop independent learning and responsible citizens by providing a variety of educational experiences within a curriculum which will challenge the students and promote lifelong learning and which encourages respect and appreciation for individual differences.

Academic achievement continues to be one of our major concerns, and we have also focused on parent involvement, staff morale, communication, discipline and fiscal accountability. These six areas will continue to be the school/district focus. This year we were fortunate to have a Curriculum and Instructional Facilitator who worked with the administration and staff in the areas of on-site staff development and coaching. Our classroom instruction focused on grade level standards and data-driven assessment to determine students' levels of achievement and/or needs.

A continuing concern is the low percentage of parents who have underachieving students who are actively involved. Throughout the school year, we have had monthly parent meetings that focused on strategies to assist children in achieving success, but the participation was unfavorable. However, we will continue to address the needs based on results from parent surveys. The School Improvement Council and PTO have been helpful in addressing some of the facility concerns. The interior of the building is being painted this summer through PTO funds and other donations solicited by staff members.

In addition to Good Apples, Golden Apples and Cool Apples reward programs, the fifth grade classes partnered with the Senior Center as a service-learning project and raised over \$1,200.00 for their Meals-on-Wheels program. The school also started its first Student Council for fourth and fifth grade students, and the council participated in several community projects. All of these projects help to develop good citizenship, leadership, and a greater desire to achieve academically.

As a new calendar year begins, we have high expectations for student success and parent/community involvement.

Daniel D. Green, Principal BSE

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.